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AUTHOR Mehallis, George: And Others
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ABSTRACT

Background information is provided concerning the efforts of Miami-Dade Community College (M-DCC), under the sponsorship of the National Institute on Drug Abuse, to form a national consortium of two-year colleges for the development of Human Resources programs aimed at training chemical substance abuse workers. The report first presents introductory comments by George Mehallis noting the advantages of participation in consortial endeavors. These are followed by Joseph L. Olson's summarization of the project's history and progress to date. Olson outlines the efforts undertaken by M-DCC to identify necessary learning objectives, group them in terms of courses offered at member colleges, and develop introductory courses on Human Services in general and drug abuse in particular. James E. O'Connor then describes the role of program design teams, made up in part by educators from member colleges, in establishing a set of generic Human Services knowledge and skills goals and in identifying specialty goals for child care, drug abuse, alcohol abuse, mental health, corrections, and gerontology. O'Connor also discusses the categorical obligations of M-DCC with regard to consortium formation, materials development, and program modeling. (JP)

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AACJC NATIONAL CONVENTION 1980
San Francisco, California
San Francisco Hilton Hotel and Tower
Sunday, March 30 - Wednesday, April 2, 1980

SPECIAL SESSION

FORMATION OF A HUMAN SERVICES CONSORTIUM
Diablo Room
Tuesday, April 1, 1980
8:00AM to 9:00AM

MODERATOR — Dr. George Mehallis
College Dean for Occupational Education
Miami-Dade Community College
District Administration
(305) 596-1345

PRESENTERS — Mr. James E. O'Connor/Project Director
National Human Services/Drug Abuse Project
Office of Occupational Development
Miami-Dade Community College
District Administration
(305) 596-1330

Mr. Joseph L. Olson/Academic Coordinator
National Human Services/Drug Abuse Project
Miami-Dade Community College
North Campus
(305) 685-4216

PANELIST — Mr. Edward T. Morgan Jr.
Training and Education Advisor
National Institute on Drug Abuse
Manpower and Training Branch
(301) 443-4922

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OPENING REMARKS

What advantages can accrue to your institution as a result of participation in the consortial endeavors shortly to be proposed? I would like to suggest several.

First: If you are part of the Human Services instructional staff, you are already aware of the misunderstandings surrounding your professional activities. This is not only true of the lay public, but generally of your colleges as well. After all, your field is new and, to a large extent, still struggling for identity. We believe that this struggle can be favorably resolved through our combined efforts in more concretely defining what Human Services are and what Human Services workers do. Further, in this image-conscious world, the mere lustre acquired from participation in a national consortium should rebound favorably to our collective efforts.

Two: As an administrator with a long-standing interest in the national community college movement, I am deeply concerned with those trends that suggest that we have approached a period of enrollment decline. In the very recent past, Community College's have operated on the apparent assumptions that there was sufficient community demand for conventional, technical, occupational, and academic programs and that there was little need for extensive curriculum modification. In smaller colleges the belief has prevailed that new programs simply were not within the realm of economic reality. The proposal that we will offer not only provides for significant and innovative curricular modification but does so within the most parsimonious constraints.

Third: Community Colleges are committed to serving the needs of the constituencies they serve. I know of no social prophet that foresees an abatement in the growth of problem dependencies. This generation is heir to all those disorders that were born of the industrial revolution--the erosion of the family, the twin problems of anomie and alienation, and the intensification of the struggle for meaningfulness in a society that has shifted its perspective from the spiritual to the material, from the external to the transient. Can we honor our community commitment and at the same time ignore the problem of society's victims--the chemically dependent, the aged, the chronically unemployed, the ex-offender, or the mentally ill?

Fourth: I believe that your participation in this collective endeavor will be both personally and professionally rewarding. You will have assumptions about Human Services challenged; you will challenge the assumptions held by others. You will participate in an enterprise that has national consequences. And you will endow the concept of Human Services with the dignity of identity which it so richly deserves.

During this morning's presentation, you will hear first from Mr. Joseph L. Olson, the Academic Coordinator for the national Human Services project funded at Miami-Dade by the National Institute on Drug Abuse (NIDA). Mr. Olson will provide you with historical perspectives of the national project. He will be followed by Mr. James E. O'Connor, the director of the project. Mr. O'Connor will talk primarily about future project considerations regarding in particular, program design and consortium formation. He will be followed by Mr. Edward T. Morgan, Jr., who will share some insights concerning federal interest in the national project.

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National Human Services/Drug Abuse Project
Miami-Dade Community College/North Campus
Intercultural Studies Department
11380 N. W. 27 Avenue
Miami, Florida 33167
(305) 685-4216

HISTORICAL PERSPECTIVES

The idea of a national program in Human Services had its origin in the late 60's when the National Institute on Drug Abuse (NIDA) funded a model program at Marjorie Webster Junior College, Washington, D.C. It was NIDA's hope that the success of this program would attract national attention and have its repercussions throughout the American community college movement. Students were carefully selected to assure the broadest geographic diversity. Thus, virtually every major metropolitan area in the United States had at least one Human Services practitioner who received his credentials from Marjorie Webster. Other colleges and universities, grant recipients from NIDA, were informed of the program. Substantial publicity for this endeavor was provided by the Human Services Press, published by the Career Development Center, (CDC) one of eleven components of NIDA's National Training System (NTS). Because many of the Marjorie Webster alumnae and alumni were managerial personnel, they directed their subordinates, not only to the Washington campus but also to those local colleges that were beginning to establish Human Services programs of their own.

Unfortunately (and in spite of hosts of individual success stories) the Marjorie Webster program did not bear the anticipated fruits. Some of the reasons for this are as follows:

1. Marjorie Webster was at the time engaged in a survival struggle--a struggle subsequently lost. Such a situation obviously blunted her efforts to serve as an evangelist for a new and daring program.

2. A large part of the Marjorie Webster program was tailored to meet the needs of managerial specialists. This was dictated by the nature of the students: personnel who had literally been on the ground-floor in the erection of the Human Services enterprise. They had worked in virtually every conceivable Human Services role, and had risen to managerial positions. Their major problem was that they lacked the academic credentials to do the jobs that they were in fact doing.
3. The Marjorie Webster program was not a comprehensive Human Services endeavor. Its major task was to credential the uncredentialed chemical substance abuse practitioner.
4. The Marjorie Webster program placed a high premium on skills and competencies gained from life experiences, particularly job-related experiences. The assessment of prior learning, unfortunately, did not reflect a measurable mastery of specific skills and competencies--either of the field or of specific areas of academic disciplines. Perhaps, had the college survived, such assessments would have been forthcoming.
5. The Marjorie Webster program placed little emphasis on general education course requirements. Thus, graduates of that institution would encounter significant difficulty in future academic pursuits.

Great changes have occurred in the Human Services complex since those pioneering days of Marjorie Webster. In virtually every metropolitan area in the United States today there exists a sufficient pool of degreed personnel to staff most Human Services facilities. In our area, Dade County, Florida, all of those agencies and programs operating under the auspices of the State Health and Rehabilitative Services are staffed by personnel who have degrees ranging from the Associate to the Doctorate levels. Thus our efforts must now be directed toward the following:

1. Providing adequately trained entry-level personnel for the Human Services;
2. Providing continuing education for those degreed personnel perhaps in conjunction with agency staff development programs; and
3. Articulating our efforts with receiving upper-division institutions.

The remainder of this presentation will be devoted to effort number one: Providing adequately trained entry-level personnel for a diversity of Human Services agencies.

In 1975, Miami-Dade Community College was the recipient of a NIDA grant. One purpose of the grant was to create a national consortium which would institute Human Services programs aimed at training chemical substance abuse workers. This program was to:

1. Be braodly transferable, i.e., provide the student with an AA degree;
2. Address those competencies that would be required of all Human Services practitioners; and
3. Address those competencies that would be peculiar to the chemical substance abuse worker.

A confederation was formed that specifically recognized the academic sovereignty of each participating institution. All instructional materials utilized by the Marjorie Webster program were analyzed and the learning objectives were divided into two broad categories: generic--those objectives applicable to entry level requirements for the whole realm of activities associated with Human Services; and drug abuse specific--those objectives appropriate for drug abuse workers. Our next procedure was to visit selected Human Services agencies and to discuss with managerial personnel the kinds of competencies they would consider desirable for entry level workers. Objectives reflecting these competencies were added to the list. Finally, we developed objective statements reflecting the varied roles of the generic Human Services worker as outlined by Dr. Harold L. McPheeters, of the Southern Regional Education Board (SREB), in his analysis of Human Services programs in the southeastern states.

These objectives were sent to consortium members with instructions to group them in terms of their current course offerings. Somewhat to our surprise, we found that the vast majority of generic objectives could be met within the framework of existing courses, though it was felt that a modular "Introduction to Human Services" course should be created. The consensus of the group was that modules dealing with drug specific topics should also be created and incorporated into such diverse offerings as psychology, sociology, and social problems courses. Institutions that so chose could use the modules produced as a separate Chemical Substance Abuse course. The group also felt that a portion of the students' academic training should consist of field experience in varied Human Services enterprises.

Unfortunately, budgetary constraints at NIDA postponed the formation of the consortium, and the collective project entered a stage of reduced activity. During this interim period, Miami-Dade Community College received a modest grant that enabled us to develop a basic textbook for an Introduction to Human Services (IHS) course and a series of four Chemical Substance Abuse (CSA) modules. Two pilot video programs were also produced. Many elements of these instructional materials were authored by representatives of the college's that composed the original confederation. A complete record of the confederation's activities is contained in our First Year Report and Three-Year Report to NIDA which can be obtained from M-DCC.

At the present time, Miami-Dade Community College (M-DCC) in association with educational and other institutions and agencies and under the auspices of the National Institute on Drug Abuse (NIDA), is developing two original, modular, and multicomponent courses for utilization in Human Services/ Drug Abuse (HS/DA) degree programs. The "INTRODUCTION TO HUMAN SERVICES" (IHS) course is based upon a generic Human Services curriculum and provides students with generalist or broad perspectives of the field. The "CHEMICAL SUBSTANCE ABUSE" (CSA) course is of direct value to students in Human Services and other related programs seeking employment in public or private substance abuse agencies and facilities upon graduation. Both courses are being prepared with the independent study student in mind thereby providing unusually complete packaged courses for classroom utilization. All instructional materials will undergo thorough review by educators, practitioners and other professionals in the Human Services and substance abuse fields and by classroom students.

My partner, Jim O'Connor, will talk to you about future program design and consortium formation plans.

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FUTURE CONSIDERATIONS

Miami-Dade Community College (M-DCC) is currently managing a grant from the National Institute on Drug Abuse (NIDA) that involves four (4) categorical obligations:

1. Program Design
2. Consortium Formation
3. Materials Development
4. Program Modeling

I want to build upon the information mentioned by my colleague Joseph Olson, by providing you with an explanation of the plans we have regarding the first obligation under the grant, program design.

In the recent five years, we worked with nine (9) other colleges on the design of a broadly transferable, associate degree program in Human Services that dealt with the specialty area of drug abuse. That confederation of colleges developed a set of program goals expressed as knowledge and skills goals. Each goal was coupled-one at a time-with each of the widely described and generally accepted roles of a Human Services generalist. For each goal and role doublet, the confederated colleges derived at least one performance objective. As a consequence, a long list of generic human services objectives was developed. A less involved process was used to

derive performance objectives for the specialty-area of drug abuse. Upon returning to home campuses, each college representative, formed an "ad hoc" committee composed of faculty members drawn primarily from the disciplines of behavorial science and social science, but, also including language arts, humanities, math and natural science. Each "ad hoc" committee apportioned the generic objectives and specialty-area objectives among existing courses in its college curriculum according to the following four criteria:

1. The objective is currently being accommodated in an existing course.
2. The objective could be incorporated in an existing course.
3. The objective must be part of a new course.
4. The objective is beyond the purview of the college's curriculum.

After this exercise was completed it was then posssible to construct course/objective sheets. In other words, each "ad hoc" committee established two knowns; one, the existing courses that should be a part of the institution's Human Services program; and two, the objectives--both generic and specialty area-that should be included in the courses. Instructors would add to the course/objectives sheets the regular objectives needed to round-out the desired sequences. The most interesting outgrowth of the exercise was that rarely were the objectives categorized as being the basis for a new course or being beyond the purview of a college's curriculum. In other words, the objectives were already represented or easily absorbed almost exclusively by the college's existing courses especially those in the behavioral and social sciences. Although the exercise involved the application of experimental lists of generic Human Services objectives and drug abuse objectives, it became rather apparent to the confederated colleges that there is a firm curricular basis for the development of generic Human Services/multi-area programs. What we wish to describe next is a process for deriving such programs.

During the early Fall of this year, the Project Director is planning on assembling six (6) Program Design Teams (PDT). The names of the six teams will be:

1. Human Services/Child Care (HS/CC)
2. Human Services/Drug Abuse (HS/DA)
3. Human Services/Alcohol (HS/A)
4. Human Services/Mental Health (HS/MH)
5. Human Services/Corrections (HS/C)
6. Human Services/Gerontology (HS/G)

These six specialty areas were selected for development first because our surveys of Human Services programs among two-year institutions indicated that they are represented most often. Each team will be composed of four (4) persons.

1. An <u>educator</u> from an institution that is interested in <u>planning</u> a Human Services program (Planning Educator).
2. An <u>educator</u> from an institution that is <u>implementing</u> a Human Services program (Implementing Educator).

3. A consultant in Human Services that is also familiar with at least one specialty-area.
4. A representative from a federal agency related to a specialty-area.

The first task of the six Program Design Teams (PDT) will be to review the existing set of generic knowledge and skills goals for the purpose of making additions to or deletions from the list. Any goal that is not acceptable to all six teams will be transferred to the goals lists of the appropriate specialty areas. The second task will be to review the existing list of roles of a Human Services generalist for the purpose of making additions to or deletions from the list. Any role that is not acceptable to all six teams will be eliminated. At the conclusion of these two exercises, the Program Design teams will have established a working set of generic Human Services knowledge and skills goals, and a list of roles of a Human Services generalist.

The third task will be to pair each goal with a role forming a goal/role doublet. Estimating that there will be probably twenty(20) goals and possibly fifteen (15) roles to be paired means that there could be as many as three-hundred (300) doublets formed. Since, there are six program design teams, each team will be working with approximately fifty (50) goal/role doublets. For each doublet a program design team will write four (4) supportive and integrated instructional elements:

1. A performance objective.
2. Two completely referenced reading sources, one from a current textbook and the other from a contemporary but dissimilar source.
3. Two learning activities; one that a student can engage in individually and another that requires group activity for resolution.
4. Two multiple-choice test items of a very similar nature that can be used for pretesting and posttesting.

The fourth task calls for a Program Design Team to establish knowledge and skills goals for its specialty-area. The fifth task requires a team to specify the specialty area-functions commonly performed by paraprofessionals or aides in facilities or agencies. Then, each team engages in the sixth task which involves combining specialty-area goals with paraprofessional functions to form doublets for which the team members write supportive and integrated objectives, reading references, learning activities, and test items.

At the conclusion of the six tasks, the Program Design Teams (PDT) will have established:

1. a set of generic Human Services knowledge and skills goals,
2. a list of generic Human Services objectives,
3. six sets of specialty area knowledge and skills goals,
4. and six lists of specialty area objectives.

The seventh task involves primarily the six planning educators. Each one would return to a home campus, form an "ad hoc" multidisciplinary committee, and apportion the generic and specialty-area objectives among existing

courses. The manner in which the apportionments are made should vary among the planning institutions so that a variety of programs emerges. We would like to have at least two or three institutions plan completely generic programs for delivery via the nontraditional modes of independent study and external degree. The educators from implementing institutions should utilize the products of the two Program Design Workshops (PDW) to analyze existing programs for the purposes of enhancing existing programs as well as determining whether they wish to add the delivery modes of independent study and/or external degree.

While the planning and implementing confederates are designing and analyzing their circumstances, we will be placing the Human Services and specialty area goals and objectives with their supportive and integrated instructional elements into an accommodative system at Miami-Dade. We have a computer assisted instructional (CAI) system with eight programs called R.S.V.P. which stands for Response System with Variable Prescriptions and has as one of its programs, a prescriptive letter writing function for students enrolled in courses. Therefore, it is possible to provide, especially the planning institutions and also the implementing institutions, with a computer-based service should they plan to offer or enhance programs in ways that require those services.

Each institution and in particular the planning institutions will send their apportionments of objectives to us so we can then retrieve the stored data from the computer bank as they requested it. In this way, each participating institution is working with common sets of objectives of consortial consequence in an institutionally unique manner. A printout will state, according to each institutional directive, the courses that comprise its Human Services program and will also contain the performance objectives, reading references, learning activities and test items selected for inclusion in those courses. At this point in time, the cooperative program design will have been applied by the participating institutions and they will be ready to seek financial aid primarily from the federal government for the implementation of the programs.

We are now ready to discuss the second obligation under the Miami-Dade grant from NIDA; consortium development. We happen to believe that consortial longevity and expansion are linked directly with the provision of continuously and mutually useful services and products to both charter and potential members. We therefore believe that the comprehensive products of the Human Services Program Design Workshops will provide the basis for a small group of two-year institutions to function in the capacity of charter members of a national demonstration consortium. We also know that there are agencies in the federal government that are highly related to Human Services, that have national manpower needs in the paraprofessional sector, and are interested in the products and developments of this project. In other words, we think that there is a good chance of obtaining several small category grants from existing Human Services related federal agencies for the purpose of initially financing the national demonstration of a Human Services Consortium.

The third obligation Miami-Dade has under the grant from NIDA involves materials development. The college, in association with several two-year institutions and under the auspices of the National Institute on Drug

Abuse (NIDA), is developing two original courses for utilization in Human Services/Drug Abuse (HS/DA) associate degree programs and various allied courses in the social and behavioral sciences. The "INTRODUCTION TO HUMAN SERVICES" (IHS) course is based upon a generic Human Services curriculum thereby providing students with a generalist or broad view of the field. The course is particularly suitable for use in associate degree programs which prepare graduates for employment as paraprofessionals in a variety of specialty areas under the Human Services umbrella; e.g. drug abuse, alcohol abuse, mental health, child care, gerontology, corrections, etc. The "CHEMICAL SUBSTANCE ABUSE" (CSA) course is of direct value to students in Human Services programs seeking employment in public or private substance abuse agencies and facilities upon graduation. There are many other indirect applications of the CSA course materials. The components of both courses have wide application throughout the social and behavioral science-based programs of two year institutions.

The ""INTRODUCTION TO HUMAN SERVICES" (IHS) course is a fifteen (15) module, four (4) component course.

1. TEXTBOOK-"AN INTRODUCTION TO HUMAN SERVICES" is a fifteen (15) chapter, multi-authored textbook dealing with the origin, contemporary concerns and issues, fundamental principles and practices, and future trends of the Human Services field.
2. AUDIO SERIES-This multi-authored component is comprised of fifteen (15) programs on audio cassettes of 14:30 duration each. The primary instructional purposes of an audio program are to support a textbook chapter by encouraging appropriate usage of vocabulary, clarifying complex concepts, presenting alternate perspectives and/or developing major theses.
3. VIDEO SERIES-This multi-authored component is comprised of fifteen (15) programs on video cassettes of 14:30 duration each. The primary instructional purposes of a video program are to support the textbook chapter by providing a basic restatement of content utilizing different language, applying specific principles of importance, and/or introducing additional salient principles.
4. STUDY GUIDE-This component is comprised of fifteen (15) units which guide the learner through the textbook chapter, audio program and video program for each module.

The "CHEMICAL SUBSTANCE ABUSE" (CSA) course is an eight (8) module, three (3) component course.

1. MODULE GUIDE SERIES-This multi-authored component is comprised of eight (8) units of dual purpose. The eight (8) unit series provides the learner with textual information dealing with the origin, contemporary concerns, issues and practices, and future trends of the substance abuse field. The series also guides the learner through the textual information, and the audio and video programs for each module. In other words, the Module Guide series serves as both a textbook and a study guide.

2. AUDIO SERIES-This multi-authored component is comprised of eight (8) programs on audio cassettes of 14:30 duration each. The primary instructional purposes of an audio program are to support the textual information contained in a Module Guide by encouraging appropriate usage of vocabulary, clarifying complex concepts, presenting alternate perspectives, and/or developing major theses.
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Both courses have been prepared with the independent study student in mind thereby, providing unusually complete packaged courses for classroom utilization. All instructional materials will have undergone thorough review by educators, practitioners and other professionals in the Human Services and substance abuse fields and by classroom students. Both courses will be completed and ready for utilization by the end of this year.

The fourth obligation Miami-Dade has under the grant from NIDA involves the implementation of model Human Services/Drug Abuse (HS/DA) program on one of its campuses. The program being offered is composed of a general education block, a core of Human Services courses, and elective courses. Detailed information concerning the model HS/DA program is provided in various project reports to NIDA.

In summary, I would just like to say that the most exciting outcome of the project will be the realization by smaller two-year institutions that they can offer a high developmental cost, low enrollment program of value to the communities within their service areas. In addition, any two-year institution regardless of prior involvement with Human Services will find the products of the effort of varying degrees of value. In other words, each two-year institution in America will be able to plan a program or enhance an existing Human Services program in some way as a consequence of simply agreeing to receive and review the products of the effort. This federally-funded project does not want to see its products sit on shelves and gather dust.

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